

ANALYSIS OF LANGUAGE TEXT-BOOKS IN
ORAL REPORTING FOR THE FOURTH GRADE.

SERIGNANO, N.M.

1949

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IN ORAL REPORTING FOR THE
FOURTH GRADE.

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A Thesis

AN ANALYSIS OF LANGUAGE TEXTBOOKS
IN ORAL REPORTING FOR
THE FOURTH GRADE

Submitted by
Nancy M. Serignano
(A. B., Emmanuel College, 1944)

In Partial Fulfillment of Requirements for
the Degree of Master of Education

June 1949

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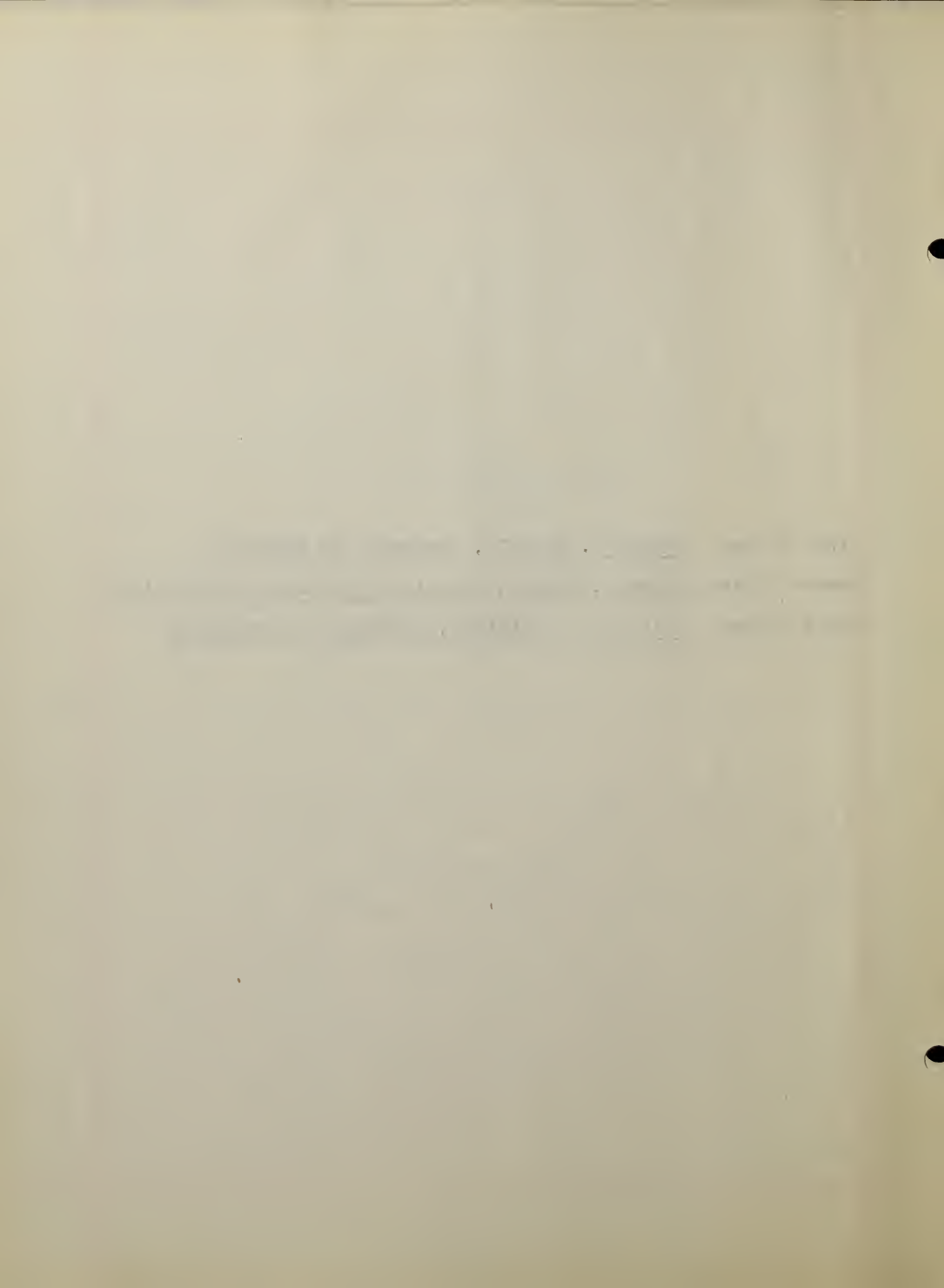


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5. The fifth part contains a list of the names of the persons who have been promoted during the year.

6. The sixth part contains a list of the names of the persons who have been dismissed during the year.

7. The seventh part contains a list of the names of the persons who have been transferred during the year.

8. The eighth part contains a list of the names of the persons who have been appointed during the year.

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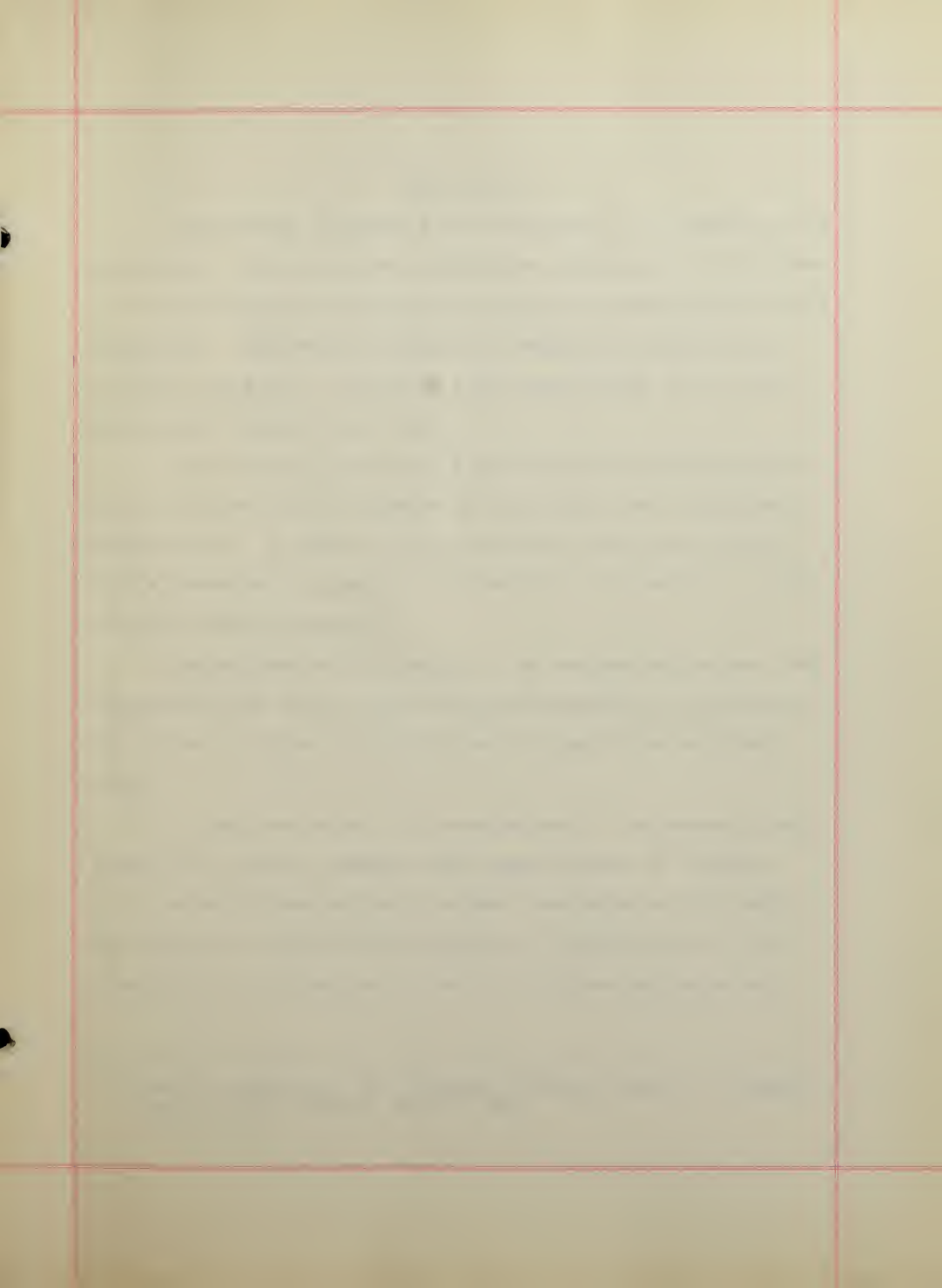
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INTRODUCTION

The ability to speak well contributes to a person's life adjustment. Yet of all the activities carried on in the classroom little training is provided to develop proficiency in oral expression. Indistinct utterances, grammatical inaccuracies, a poverty of words, inadequate expression hinder some elementary school graduates of today.

Many of the present day textbooks do not provide sufficient practice for the teacher to help pupils with individual difficulties. In order to be efficient in the oral language skills there must be enough opportunities for practice so that they may become automatic.

The purpose of this study is to analyse ten current and frequently used fourth grade language textbooks, to determine the number and type of possibilities the pupil has to report orally.

It has been shown that America needs ¹ "an oncoming generation of critical thinkers and communicators of thought." It is essential now not only to have knowledge but the skill and ability to spread this knowledge. The need for oral expression in the elementary schools is obvious and necessary.

-
1. Parret, Margaret, "The Program in Spoken English," Elementary English, 23:225, April, 1947.

The ability to speak clearly, fluently and pleasantly cannot be acquired in a short time. It is the obligation of the school to teach a form of speaking adapted to the needs of society. This form should be true to the facts of the past and present, and should show the theory of language and its usage. This study is an attempt to show how often opportunities are provided in textbooks to practice this skill.

CHAPTER I

SUMMARY OF PREVIOUS RESEARCH

In the literature concerning oral language in the elementary schools much emphasis has been placed on motivation, the development of attitudes and the teaching of specific and general skills. Oral language is important to the daily needs of all persons, no matter what their way of life. The schools should fit each generation to take its place in the social group, and equip the students to meet all the usual needs of life.

1

Hinsdale states:

Vocal expression is instinctive, but speech is an art. Perhaps oral speech is not commonly counted among the arts; but we virtually acknowledge that it is so when we speak of 'the art of conversation' and of 'the art of public speaking' for these forms of speech do not differ from common speech in kind. Moreover, speech is an art that is cultivated in the schools.

2

Baker suggests that:

The need for a training in English that will not only lead the student to an appreciation of the artistic aspects of language, but also fit him to meet the social and business situations of life.

-
1. Hinsdale, B. A., Teaching the Language-Arts, New York: D. Appleton & Company, 1896, page 8.
 2. Baker, Elizabeth W., Oral English, Boston: Allyn & Bacon, 1938, preface iii.

CHAPTER I

THE HISTORY OF THE

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1
Driggs feels:

The prime purpose of speech is service, Language is a social instrument. It was created as a medium through which man could communicate his thoughts, his feelings and his experiences with his fellows.

In the throbbing work of the world, men use language mainly to inform, to convince, to stimulate in others responsive feeling and action. Speech may be best taught not for its own sake, but for the sake of service. The language lesson, to give a real-life training, must be actuated by a real-life purpose. It must offer to the pupil well-directed practice in the use of speech for the good of some common cause. Thus taught, language becomes a vitalized study.

He lays down these rules for the language study plan in the elementary school:

1. Language work in the middle grades should be mainly oral.
2. Fluency and spontaneity is still the central aim.
3. Corrective and preventive exercises should connect closely with the learner's real-life language.
4. Composition lessons should lead the learner to express himself not for the sake of expression, but for the sake of serving a real-life purpose.
5. Vocabulary work, enunciation exercises, and lessons in grammar should be more systematically given than in preceding grades.

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1. Driggs, Howard R., Our Living Language, Chicago: The University Publishing Company, 1921, pp. 10-59.

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Continuing on the same subject Whitney states:

Language may be briefly and comprehensively defined as the means of expression of human thought. In a wider and freer sense, everything that bodies forth thought and makes it apprehensible, in whatever way, is called language. But for scientific purposes the term needs restriction, since it should apply else to nearly all human actions and product which discloses the thought that gave it birth. Language, then, signifies rather certain instrumentalities whereby men consciously and with intention represent their thought, to the end, chiefly of making it known to other men; it is expression for the sake of communication.

2

Bowden feels that effective use of language depends on two things — "first, using language frequently; second, learning what language is and how to use it." She suggests that the school program should provide at least one period each day for direct study and use of language, including informal conversation, purposeful discussion, relating of stories, reporting of events and dramatization of situations and experiences.

3

The Committee of the National Council of Teachers of English consider that language is an important instrument

-
1. de Laguna, Grace A., Speech, Its Functions and Development. New Haven: Yale University Press, 1927, pp. 15-16.
 2. Bowden, Florence B., "Conversation and Discussion in the Elementary School." Elementary English, 23:293; May, 1947.
 3. Basic Aims Committee for the National Council of Teachers of English, "Basic Aims for English Instruction in American Schools." English Journal, 31:40; June, 1942.

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of life and fundamental for maintaining the democratic way. They also state that language is a living, growing instrument of thought with no rigid pattern of expression to interfere with responses to the psychological and social needs of individuals.

1
Smith says:

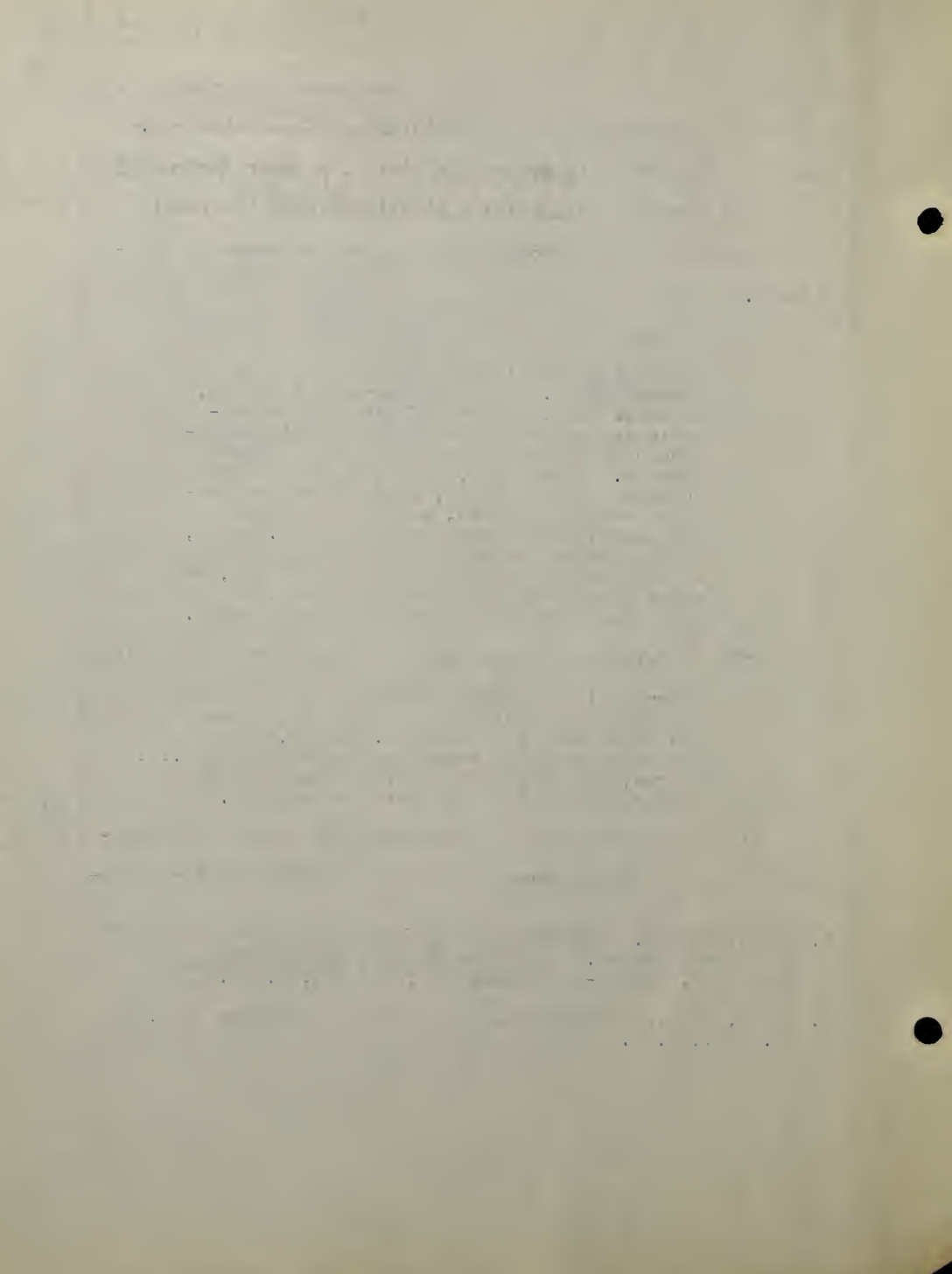
Language is the instrument of thought and communication. The child's power to grasp, to enter into, and to reflect upon the experiences he has is dependent to a large degree upon his facility in the use of verbal symbols. Conversely, as his experience is broadened and deepened, language symbols acquire meaning for him, and further growth and learning becomes possible to him. Also, it is through language power that he is able to express his own thoughts and emotions, to share vicariously in those of others, and to participate in the life of his social group.

2
McKee follows the same trend of thought as he explains:

In achieving his chosen purposes and carrying out his various enterprises, the child has two major uses for language. First, it is his chief means of communicating with others.... second, the thinking that the child does is carried on for the most part in language.

All school children need motivation to create and establish a purpose for performing certain activities in the class-

-
1. Smith, Dora V., "Growth in Language Power as Relative to Child Development." National Society for the Study of Education, Forty-third Yearbook, Part II, p. 52.
 2. McKee, Paul, "An Adequate Program in the Language Arts." op. cit., p. 6.



room. Blaisdell¹ explains that self-expression about the things the child knows best will form a good basis for motivation. He says that normal children have unlimited powers of self-expression, and possess an endless supply of thoughts which they will spontaneously express if given the opportunity to do so. He lays down the following principles of expression:

1. Ask the pupil to talk about the things in which his interest is alive.
2. Base self-expression work on the pupil's experience.
3. Use rather than repress the child's normal desire to tell of his experiences.
4. When it seems necessary to delay self-expression, make the delay as brief as possible, assuring the child of your interest and of your wish that he tell his story to his classmates as well as to you.

2

According to Watson:

The great motivation behind this program (self-expression) must be the joy found in the power of creation. Such joy is, or should be, a big factor in all education. Young children do not immediately recognize this fact, but as they develop under skilled leaders they unconsciously learn to adjust their efforts in the face of childish disappointments. This trait of personality is of special significance in adult life, when the individual may frequently need to turn from the frustrations and monotony of the everyday grind to the comforting joy of his own hobby corner.

-
1. Blaisdell, Thomas C., Ways to Teach English. New York: Doubleday, Doran & Company, Inc., 1930, pp. 8-9-10.
 2. Watson, Leone B., "Self-Expression Thru Language." National Elementary Principal, 20:375; July, 1941.

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¹
Camenisch writes:

The modern or social method of teaching language bases its instruction on the needs of the pupils. Unless they see that what they are learning is to help them express themselves more acceptably, progress will not be great.

²
Stevenson states that language training in the primary grades should concern itself with providing situations in which the child will speak naturally from first-hand experiences. The intermediate grades should refine the child's language tools so that they are usable for both pleasure and power.

³
Simplicity and clarity, says Bair are the keys to better language in our elementary schools. These are the rules by which all teaching should be done, and all material presented to children should possess these two important qualities.

⁴
McKee states that:

The school should teach those aspects of oral and written expression which the pupil needs most in order to achieve his purposes and to

-
1. Camenisch, Sophia C., "How Much Language Form Shall We Teach?" Elementary English Review, 20:104; March, 1943.
 2. Stevenson, M. C., "Oral Language in the Intermediate Grades." National Elementary Principal, 20:269; July, 1941.
 3. Bair, Frederick H., "Better Language for Better Living." National Elementary Principal, 21:22; October, 1941.
 4. McKee, Paul, "An Adequate Program in the Language Arts." National Society for the Study of Education, Forty-third Yearbook, Part II, pp. 7-9-28.

carry out his enterprises.

There are at least three good reasons why the pupil needs to learn and meet successfully the speaking and writing situations, with which he is confronted:

1. Lack of competence in speaking and writing greatly reduce the pupil's chances of success in communicating his ideas to others.
2. Language is a tool for learning.
3. The Pupil needs to learn to meet successfully situations of life.

Oral expression is basic to instruction in written expressions at all grade levels, sound teaching of oral expression will lighten the instructional load in written expression, and most of the practice provided in expression should be oral rather than written.

The Committee of the National Council of Teachers of English¹ reports that:

The vital program in language uses every kind of experience significant in the life of the individual. At the same time it aims to provide new and enriching experiences within the English classroom. Only through such natural associations with the primary sources and motives of expression can the program in English hope to develop exact and broad vocabularies, To promote growth in logical thinking, and to stimulate careful habits of observation and reflection.

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1. "Basic Aims for English Instruction of American Schools." Prepared by the Basic Aims Committee of the National Council of Teachers of English, English Journal, 31:43; June, 1942.

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Vocabulary is one of the important factors in teaching
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 good language. Oliver writes that memory work does not produce the best results in gaining a usable vocabulary. The value of word study cannot be produced merely by repetition, it must arise from the use and understanding of words. In order to build an active vocabulary several methods may be employed. He suggests these:

1. Raise words of passive understanding to active knowledge by analysis and drill.
2. Group words about ideas and present them in families of this sort, sports, hobbies, industries, etc.
3. Center interests in the words themselves, seeing what ideas may be developed around them, finding synonyms and antonyms.

2

According to Seegers:

We think of language first as a subject to be taught, not as a means of thinking, of teaching, of responding, of imparting, or a manifestation and means of growth. Language is more than an 'activity'. It is the major basis upon which understanding, or misunderstanding, is predicated. Language is closely associated with growth and development. It is an important medium for self-expression. If the opportunity for

-
1. Oliver, Kenneth A., "Let's Teach English!" The English Leaflet, 41-42:73-78; May, 1942.
 2. Seegers, J. Conrad, "Language in Relation to Experience, Thinking, and Learning." National Society for the Study of Education, Forty-third Yearbook, Part II, pp. 36-37-46.

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proper self-expression through language is afforded, and if proper conditions are provided to stimulate use of language, the result is more than mean growth in the use of language. One of the results is opportunity for the wholesome development of personality. If children are constantly kept under restraint, and allowed to speak only when addressed....it is not only language development which is hindered, but the development of poise, of self-confidence, and of general interest, as well.

1

Mahoney gives the following as the aims of oral language in the fourth grade:

1. To strengthen the 'sentence sense'. Eliminate 'and' and 'so'.
2. To secure good bearing before the class. There is no excuse for self-consciousness if the right atmosphere is established.
3. To continue to promote orderly talking.
4. To secure good articulation and good tone.
5. To correct, with moderation, common spoken errors.

The teacher's aim is not to have the pupil 'say something', but to make certain that the pupil 'has something to say'. This increases the desire to talk and improves the interest in talking effectively.

1. The first part of the paper is devoted to a general discussion of the problem of the existence of solutions of the system of equations (1) for arbitrary values of the parameters α and β . It is shown that the system has solutions for all values of the parameters α and β if the function $f(x)$ is continuous and has a bounded derivative.

2. In the second part of the paper the question of the uniqueness of the solutions of the system (1) is considered. It is shown that the system has a unique solution for all values of the parameters α and β if the function $f(x)$ is continuous and has a bounded derivative.

3. In the third part of the paper the question of the stability of the solutions of the system (1) is considered. It is shown that the system has stable solutions for all values of the parameters α and β if the function $f(x)$ is continuous and has a bounded derivative.

4. In the fourth part of the paper the question of the asymptotic behavior of the solutions of the system (1) is considered. It is shown that the system has asymptotically stable solutions for all values of the parameters α and β if the function $f(x)$ is continuous and has a bounded derivative.

5. In the fifth part of the paper the question of the periodicity of the solutions of the system (1) is considered. It is shown that the system has periodic solutions for all values of the parameters α and β if the function $f(x)$ is continuous and has a bounded derivative.

6. In the sixth part of the paper the question of the bifurcation of the solutions of the system (1) is considered. It is shown that the system has bifurcating solutions for all values of the parameters α and β if the function $f(x)$ is continuous and has a bounded derivative.

Johnson¹ believes that oral language is the only study which is used in the pursuit of every study, and the only study useful in every vocation and avocation of life. An individual's needs and purposes come through his speech to the listener, whether he desires it or not.

James² summed up the whole purpose of oral language by saying: "all life comes back to our speech, the medium through which we communicate".

The research indicates the importance of oral expression for all children so that they will be prepared to meet the daily requirements of life. If the school is to furnish effective language exercise, it must make more generous provision for social intercourse and for worthwhile childish activities which will call for discussion, consultation, inquiry, explanation, directions, reports and many other practical responses. Therefore, this study is an attempt to analyse the number and type of opportunities presented in ten commonly used language textbooks for the fourth grade.

1. Johnson, M. W., "Language and Children's Behavior." Elementary School Journal, 46:142; November, 1945.

2. op. cit.

CHAPTER II

PLAN OF STUDY

At the beginning of this study copies of fourth grade language textbooks were obtained from Houghton Mifflin Company, The Macmillan Company, Leidlau Brothers, Scott, Foresman and Company, Ginn and Company, D. C. Heath and Company, Charles E. Merrill Company, Allyn and Bacon, World Book Company, and the American Book Company.

The following books were selected because they were published after 1940 or within the last ten years. They are here listed in chronological order of publication, with authors, titles, date of publication, publishers and instructional level.

1. Bair, Frederick H., Neal, Elma A., Foster, Inez, Storm, Ollie P., With Tongue and Pen. Boston: The Macmillan Co., 1940. Fourth Grade.
2. Trabue M. R., Goodrich, Bessie B., Language Arts. New York: Charles E. Merrill Co., 1941. Grade Four.
3. O'Rourke, L. J., We Talk and Write. Boston: Scott, Foresman & Co., 1942. Fourth Grade.
4. Johnson, Roy I., Hooper, L., Goodkoontz, B., Dearborn, Frances R., English For You and Me. Boston: Ginn & Co., 1942. Grade Four.
5. Bardwell, R. W., Falk, Ethel M., Tressler, J. C., Sharing Interests. Boston: D. C. Heath & Co., 1944. Fourth Grade.
6. Ferris, F. K., Keener, E. E., Giddings, A. F., Learning Essential English. New York: Laidlaw Brothers, 1944. Grade Four.

THE HISTORY OF

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BY SAMUEL JOHNSON, ESQ. OF BOSTON

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THE HISTORY OF THE CITY OF BOSTON

FROM THE YEAR 1780 TO THE PRESENT TIME

BY SAMUEL JOHNSON, ESQ. OF BOSTON

IN TWO VOLUMES. THE FIRST CONTAINS THE HISTORY FROM THE FIRST SETTLEMENT TO THE YEAR 1780. THE SECOND CONTAINS THE HISTORY FROM THE YEAR 1780 TO THE PRESENT TIME.

LONDON: PRINTED BY J. JOHNSON, ST. PAULS CHURCH-YARD, 1780.

BOSTON: PRINTED BY S. KNEELAND, CORNER OF NASSAU AND BATTERY STREETS, 1780.

THE SECOND VOLUME.

THE HISTORY OF THE CITY OF BOSTON

FROM THE YEAR 1780 TO THE PRESENT TIME

7. Stoddard, A. J., Bailey, Matilda, Lewis, W. D., English Two. Boston: American Book Co., 1944. Grade Four.
8. McKee, Paul, McCowen, Annie, Gaining Skill with Words. Boston: Houghton Mifflin Co., 1945. Fourth Grade.
9. Burleson, David S., Cash, Laurie, Adventures in English. Boston: Allyn & Bacon, 1947. Grade Four.
10. Dawson, Mildred A., Miller, Jonnie M., Language for Daily Use. New York: World Book Co., 1948. Grade Four.

Each text was carefully examined in order to discover the kinds of activities that are offered to fourth grade pupils in oral language. After reading and comparing the books it seemed that the following activities are most frequently presented. It was then decided that these items would form the basis to analyse the textbooks, for the type and number of opportunities given to children in the fourth grade.

Individual Activities (activities which would be given by one pupil after reading, discussion, or explanation)

1. Announcements
2. Descriptions
3. Explanations
4. Giving Directions
5. Messages
6. Personal Experiences
7. Telling Stories

Individual-Group Activities (activities which a committee or group of children work upon with one child giving the oral talk)

1. Reports
2. Summaries

Group Activities (activities in which more than one child will speak orally)

1. Dramatizations
2. Discussions
3. Introductions
4. Telephone Conversations

The terms used in this study are defined as follows:

Announcements¹ "to proclaim or make known, formally or in a public manner."

Descriptions² "the act of describing; delineations by marks or signs; an account of anything in words or writing; the tracing out, narrating, setting forth explaining, illustrating, defining."

Explanations³ "the act of explaining; elucidation; interpretations; a mutual clearing up of a misunderstanding; to make intelligible or clear; expounding."

Giving Directions⁴ "giving relative positions; a command; order; guidance; instruction."

1. Webster, Noah, Webster's Daily Use Dictionary, New York: Grossett & Dunlap, 1932,

2. to 4. op. cit.

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Messages¹ "communication sent from one person to another; an official communication."

Personal Experiences² some real experiences that are exciting and make good stories.

Summaries² "brief, laconic, compendious; done in a short way or method; an abridgement, compendium."

Telling Stories repeating stories heard or read; telling something exciting not necessarily true.

Reports³ "giving an account of; relate; tell from one to another; circulate publicity; take down."

Dramatizations or plays are stories told in dialogue by a cast of actors who play the parts of characters by speaking in answer to cues.

Discussions⁴ "argument; debate; consideration of a question; reason upon; agitate."

Introductions⁵ "the act of introduction, presentation; a preface; conducting or bringing in; bringing into notice; bringing into acquaintance."

Telephone Conversations the act of conversing or talking over the telephone.

1. Webster, Noah, Webster's Daily Use Dictionary, New York: Grosset & Dunlap, 1932.

2. to 5. op. cit.

It is a very common mistake to suppose that

the only way to get a good result is to

work hard and long hours, and that

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In order to clarify terms further, examples of each type of activity analysed in this study are presented:

Announcements

In presenting a radio broadcast at school there is some discussion with the children and teacher. One of the important parts in such a program is the announcer or the announcement. Such questions as the following would arise: Who would be a good announcer? Why? What would be included in his or her announcement? Should the announcement be brief and to the point or long?

This would be a typical announcement:

This is station RWF, Room 20, Lyman School. It is exactly three o'clock. We will now begin our special Monday broadcast. The boys and girls are all here with me. They are ready to give you news of the school, talks, poems, stories and a short play. Robert Moore, our reporter will start by giving you the latest news of the Lyman School.

Descriptions

Discuss with class: What is a description? What should be included in the description? Should it be long or short? What kind of words should be used in the description? After the discussion, pupils are asked to give their descriptions.

This is one that John gave:

I lost my knife on the playground. It has two blades. The point of the smaller blade is broken off. The handle is made of dark brown material. There is a ring in the large end of the handle.

Received of the Hon. the Secy. of the Navy
the sum of \$100.00 for the purpose of

the purchase of a certain quantity of
the same for the use of the
Navy. The said sum was paid to the
Navy by the Treasury Department
on the 1st day of January 1862.
The said sum was paid to the
Navy by the Treasury Department
on the 1st day of January 1862.

Witness my hand and the seal of the
Treasury Department at Washington
this 1st day of January 1862.
J. M. Smith, Secy. of the Treasury

Received of the Hon. the Secy. of the Navy
the sum of \$100.00 for the purpose of
the purchase of a certain quantity of
the same for the use of the Navy.

Witness my hand and the seal of the
Treasury Department at Washington
this 1st day of January 1862.
J. M. Smith, Secy. of the Treasury

Explanations

After the reading and discussion of some materials the students are asked to give talks explaining how to make something.

This is what Richard said:

A Weather Bird

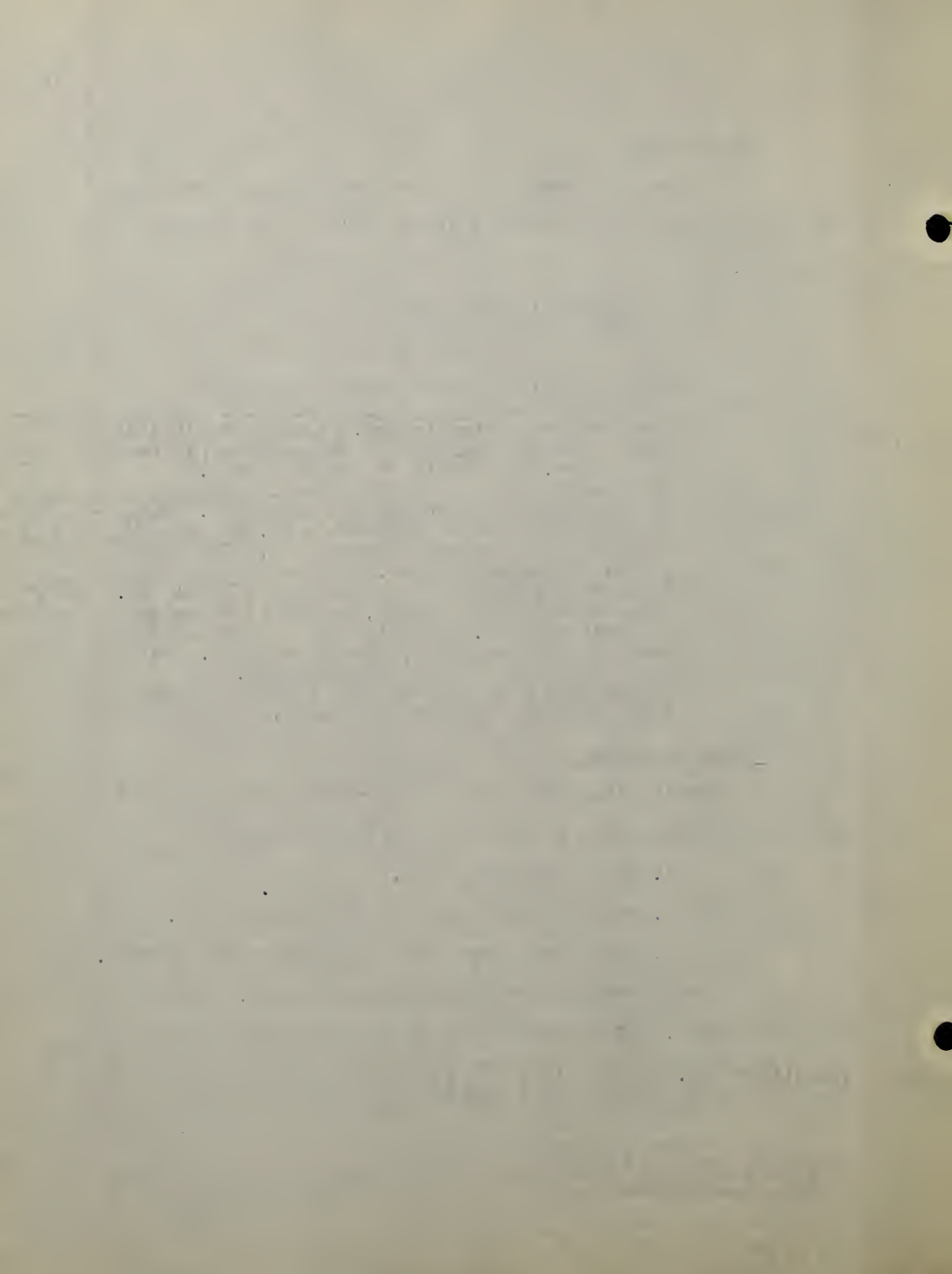
Would you like to know about the weather every day? It is fun to tell your friends that you are a weather man. Here is something that will help you to know what kind of a day it will be. I call it the Weather Bird. Place a fir cone in a sunny place, and leave it there until the scales are open wide. Then make the fir cone look like a bird. Cut a head for the bird out of cardboard. Use pieces of wire to make the legs. Fasten the head and tail feathers to the cone where they should be. When the bird is finished, put it outdoors or on a window sill. It will tell you whether each day will be sunny, cloudy or rainy. On rainy days they will be closed tight. On cloudy days they will be half closed, and on sunny days they will be wide open.

Giving Directions

During class discussions the children decided that these three things were important for giving directions:

1. Tell which way to go.
2. Tell how far to go before making a turn.
3. Tell how to know the place when it is reached.

James wanted to find the Webster School. He was new to the town. If he stopped you on the street how would you direct him.



Here is what June said:

Walk east on Bates Street for three blocks, turn right at Webster Park, and go down the hill. Pass five houses. The Webster School is the large brick building on your right.

Messages

In talking about telephones the class decided that many times it is necessary to leave messages because people are not present.

Suppose that Mrs. White, a friend of your mother called up to say that your mother is to be present at a church meeting at three o'clock on Monday afternoon. Suggest the message that you might give to your mother.

Personal Experiences

Discussion of personal experiences was motivated by the following questions which the children themselves decided were necessary: Have you ever been stung by a bee? Do you know someone who has had that painful experience? Do you think the bumble bee was to blame for stinging you on the nose? These are some of the questions you should ask yourselves in deciding upon a personal experience with a bee.

Perhaps there is someone in this room who has had this experience. Perhaps he or she would like to tell about it.

This what Sue reported:

On Saturday we went for a picnic. We were having a lot of fun, when suddenly Billy

THE HISTORY OF THE

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screamed. A bee was buzzing around his head. Everyone jumped and ran away. I was not quick enough. The bee turned and headed for me. It stung me right on the nose. My nose puffed away up. Then everyone laughed at me. I didn't ! I didn't like being laughed at, and my picnic was ruined.

Telling Stories

The boys and girls found story telling great fun. However, they realized that there were some important rules to remember when telling a story. Here are the rules they decided upon:

1. Tell just one story.
2. Tell enough facts to make the story interesting.
3. Tell things in the order in which they happened.

Here is one story Fred told:

The Accident

Last week we went auto riding. We were driving up the mountains. As we turned a sharp narrow corner another car coming the other way was turning at the same time. The man who was driving the car swung to the left. He was very close to the edge of the cliff and we all screamed. The man jammed his brakes very hard. He stopped right on the edge, just in time. We jumped out of our car to see if he was all right. Then we went on with our ride.

Reports

The children had just started their classroom library. They wanted to be sure everyone knew about it. Some suggested having reports. This is what happened:

1. The first part of the paper is devoted to a general discussion of the problem of the existence of solutions of the system of equations

which are satisfied by the functions u_i and v_i in the domain G . It is shown that the system has a solution if and only if the functions f_i and g_i satisfy certain conditions.

2. In the second part of the paper the problem of the uniqueness of the solution is considered.

3. In the third part of the paper the problem of the construction of the solution is considered.

4. In the fourth part of the paper the problem of the stability of the solution is considered.

5. In the fifth part of the paper the problem of the asymptotic behavior of the solution is considered.

6. In the sixth part of the paper the problem of the numerical solution is considered.

7. In the seventh part of the paper the problem of the application of the results to the theory of the stability of the motion is considered.

8. In the eighth part of the paper the problem of the application of the results to the theory of the stability of the motion is considered.

9. In the ninth part of the paper the problem of the application of the results to the theory of the stability of the motion is considered.

10. In the tenth part of the paper the problem of the application of the results to the theory of the stability of the motion is considered.

11. In the eleventh part of the paper the problem of the application of the results to the theory of the stability of the motion is considered.

12. In the twelfth part of the paper the problem of the application of the results to the theory of the stability of the motion is considered.

13. In the thirteenth part of the paper the problem of the application of the results to the theory of the stability of the motion is considered.

14. In the fourteenth part of the paper the problem of the application of the results to the theory of the stability of the motion is considered.

15. In the fifteenth part of the paper the problem of the application of the results to the theory of the stability of the motion is considered.

The class divided into four committees. The subject they were to discuss was Our Library.

Each committee was given one of the following topics to report on:

1. Where Our Library is.
2. The kinds of books in Our Library.
3. How to get books from Our Library.
4. How to improve Our Library.

After a committee found information and organized a report, one member of the group was elected to deliver the report to the class.

Summaries:

The fourth grade wanted to prepare a scrap book telling about the books in their library. They decided the best way was to write a summary of each book immediately after they read it. They wanted short interesting summaries which included the name of the book and the author, and a short paragraph about the main point of the story. Each time the summary of a different book was added to the scrap book, all the children wanted to read it. Then, if the story appealed to them, they selected the book to read for themselves.

This is the report that Francis gave in class before placing it in the scrap book:

The Wonder World of Ants

by Wilfred Bronson

Did you ever wonder about ants? Have you ever asked yourself questions like these? What are ants? What do they eat? What do they do? Have they any brains? I have thought about these things for a long time. Then, one day I found this book in the library. Each chapter tells about different kinds of ants. It also tells what they do. I liked the book very much because it answered all my questions. The pictures tell alot about the ants, too.

Dramatizations

The fourth grade was asked to present an assembly program to the school in the month of March. After discussing what they would like to do they decided that a short play would add to their program. They had read a story called "The Princess Who Would Not Laugh." They thought that it would be fun to change it into a play. The children elected a committee to arrange the story and select the actors.

Discussions

Discuss with the class the kinds of news that they would like to have on their bulletin board. The boys and girls said that they would not be proud to show others their bulletin if it were full of stories that were neither interesting nor important.

They decided upon these standards:

1. Choose news that will be interesting for more than a few days.

THE HISTORY OF THE

REIGN OF

CHARLES THE FIRST
BY
JOHN BURNET
OF
GLASGOW
IN
SCOTLAND
BY
JOHN BURNET
OF
GLASGOW
IN
SCOTLAND

1679

A HISTORY OF THE REIGN OF CHARLES THE FIRST
BY JOHN BURNET OF GLASGOW IN SCOTLAND
IN TWO VOLUMES
THE FIRST VOLUME
CONTAINING THE HISTORY OF THE REIGN OF
CHARLES THE FIRST FROM HIS BIRTH TO HIS DEATH
IN THE YEAR 1649
BY JOHN BURNET OF GLASGOW IN SCOTLAND

1679

THE SECOND VOLUME
CONTAINING THE HISTORY OF THE REIGN OF
CHARLES THE FIRST FROM HIS DEATH TO THE
END OF THE YEAR 1660
BY JOHN BURNET OF GLASGOW IN SCOTLAND

1679

Printed by J. B. at the ...

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2. Choose news that we can understand.
3. Choose news that is worth remembering.

Introductions

After a discussion about introductions, the class decided that practice would help them remember how to make an introduction.

The children played that they wanted to make a new pupil feel at home. Here are some of the introductions they used:

1. You are introducing the new pupil to other children on the playground during his first recess.
2. You have taken her or him to your teacher, and you are introducing your teacher to the pupil.
3. You go to the library, and you introduce the new pupil to the librarian.
4. You go with the pupil to ask the janitor to put another seat in the room for him.

Telephone Conversations

Discussions about telephoning with the class resulted to the following standards in using the telephone.

1. Courtesy in making calls.
2. Speaking clearly over the telephone.
3. Making the conversations as short as possible.

Groups of two children were asked to make telephone calls over a make-believe telephone.

Under the above headings, ten recently published lan-

THE UNIVERSITY OF CHICAGO
LIBRARY

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2018-2019
2020-2021
2022-2023
2024-2025

guage textbooks for the fourth grade have been analysed. The type of activity and number of opportunities for oral expression in the classroom have been tabulated in the following chapter.

1871. The first of the year was a very successful one
and the second was also very successful. The third was
also very successful. The fourth was also very successful.

CHAPTER III

ANALYSIS OF DATA

The purpose of this study is to analyse ten language textbooks in order to determine the type and number of opportunities given for oral language in the fourth grade.

The data is presented according to the following outline:

1. For each textbook considered the activities and page placement of opportunities to use those activities.
2. The total number of opportunities to use each activity in each of the textbooks.
3. The total number of opportunities to use each activity in all ten of the textbooks considered.
4. The total number of opportunities for use of all the activities presented in this study.
5. The comparison of the number of opportunities presented in each textbook.

It is pointed out that, for some activities, only one opportunity for training in oral expression is recorded. In these particular activities the opportunity can be organized for participation of an entire class.

Table II
Total Number of Opportunities to Perform in
Sharing Interests, D.C. Heath and Co.

Categories	Number of Opportunities
Announcements.....	0
Descriptions.....	7
Discussions.....	58
Dramatizations.....	47
Explanations.....	4
Giving Directions.....	2
Introductions.....	23
Messages.....	0
Personal Experiences.....	1
Reports.....	79
Summaries.....	9
Telephone Conversations.....	8
Telling Stories.....	17
Total.....	255
Range.....	0-79
Average.....	20

Table III

Analysis of Gaining Skill with Words, Houghton Mifflin Co.

pages 2-237

TYPE	ACTIVITIES	PAGE NUMBER-NUMBER OF OPPORTUNITIES					
I N D I V I D U A L	Descriptions	*181- 5	189- 4	190- 5	192- 3	200- 3	
		201- 5	202- 1	204- 1	206-10		
	Messages	127- 1					
	Personal Experiences	174- 1	75- 1	79- 1			
	Telling Stories	74- 9	75- 2	76- 1	79- 1	81-14	
		82-12	83- 2	84- 6	88- 1	89-18	
		92-12	93- 1	94- 5	138-11	211- 4	
		212- 1	214- 4	215- 5	216- 5	218- 5	
		219- 3	220- 1	221- 4	223- 1	224-11	
J N D I V I G R O U P A U L P	Reports	28- 4	30- 3	31- 3	32- 1	33- 7	
		39- 4	40- 2	45- 3	48- 8	78- 1	
		79- 2	93- 1	143- 6	145- 1	146- 4	
		147- 3	154- 2	156- 5	159- 1	223- 1	
G R O U P	Dramatizations	8- 2	9- 3	11- 4	121- 2	125-11	
		131- 3					
	Introductions	12- 4	13- 6	14-15			
	Telephone Conversations	120- 4	121- 3	125- 8	126- 3	127- 6	
		131-10					

* indicates that on page 181, 5 opportunities
are given to perform

Table 1

Table 1 shows the results of the analysis of variance for the different treatments. The results are given in the following table.

Treatment	Mean	Standard Error	Standard Deviation	Significance
Control	1.00	0.10	0.316	0.05
T1	1.50	0.15	0.474	0.01
T2	2.00	0.20	0.632	0.001
T3	2.50	0.25	0.791	0.0001
T4	3.00	0.30	0.949	0.00001
T5	3.50	0.35	1.107	0.000001
T6	4.00	0.40	1.265	0.0000001
T7	4.50	0.45	1.423	0.00000001
T8	5.00	0.50	1.581	0.000000001
T9	5.50	0.55	1.739	0.0000000001
T10	6.00	0.60	1.897	0.00000000001
T11	6.50	0.65	2.055	0.000000000001
T12	7.00	0.70	2.213	0.0000000000001
T13	7.50	0.75	2.371	0.00000000000001
T14	8.00	0.80	2.529	0.000000000000001
T15	8.50	0.85	2.687	0.0000000000000001
T16	9.00	0.90	2.845	0.00000000000000001
T17	9.50	0.95	3.003	0.000000000000000001
T18	10.00	1.00	3.161	0.0000000000000000001
T19	10.50	1.05	3.319	0.00000000000000000001
T20	11.00	1.10	3.477	0.000000000000000000001
T21	11.50	1.15	3.635	0.0000000000000000000001
T22	12.00	1.20	3.793	0.00000000000000000000001
T23	12.50	1.25	3.951	0.000000000000000000000001
T24	13.00	1.30	4.109	0.0000000000000000000000001
T25	13.50	1.35	4.267	0.00000000000000000000000001
T26	14.00	1.40	4.425	0.000000000000000000000000001
T27	14.50	1.45	4.583	0.0000000000000000000000000001
T28	15.00	1.50	4.741	0.00000000000000000000000000001
T29	15.50	1.55	4.899	0.000000000000000000000000000001
T30	16.00	1.60	5.057	0.0000000000000000000000000000001
T31	16.50	1.65	5.215	0.00000000000000000000000000000001
T32	17.00	1.70	5.373	0.000000000000000000000000000000001
T33	17.50	1.75	5.531	0.0000000000000000000000000000000001
T34	18.00	1.80	5.689	0.00000000000000000000000000000000001
T35	18.50	1.85	5.847	0.000000000000000000000000000000000001
T36	19.00	1.90	6.005	0.0000000000000000000000000000000000001
T37	19.50	1.95	6.163	0.00000000000000000000000000000000000001
T38	20.00	2.00	6.321	0.000000000000000000000000000000000000001
T39	20.50	2.05	6.479	0.0000000000000000000000000000000000000001
T40	21.00	2.10	6.637	0.001
T41	21.50	2.15	6.795	0.0001
T42	22.00	2.20	6.953	0.001
T43	22.50	2.25	7.111	0.0001
T44	23.00	2.30	7.269	0.001
T45	23.50	2.35	7.427	0.0001
T46	24.00	2.40	7.585	0.001
T47	24.50	2.45	7.743	0.0001
T48	25.00	2.50	7.901	0.001
T49	25.50	2.55	8.059	0.0001
T50	26.00	2.60	8.217	0.001
T51	26.50	2.65	8.375	0.0001
T52	27.00	2.70	8.533	0.001
T53	27.50	2.75	8.691	0.0001
T54	28.00	2.80	8.849	0.001
T55	28.50	2.85	9.007	0.0001
T56	29.00	2.90	9.165	0.001
T57	29.50	2.95	9.323	0.0001
T58	30.00	3.00	9.481	0.001
T59	30.50	3.05	9.639	0.0001
T60	31.00	3.10	9.797	0.001
T61	31.50	3.15	9.955	0.0001
T62	32.00	3.20	10.113	0.001
T63	32.50	3.25	10.271	0.0001
T64	33.00	3.30	10.429	0.001
T65	33.50	3.35	10.587	0.0001
T66	34.00	3.40	10.745	0.001
T67	34.50	3.45	10.903	0.0001
T68	35.00	3.50	11.061	0.001
T69	35.50	3.55	11.219	0.0001
T70	36.00	3.60	11.377	0.001
T71	36.50	3.65	11.535	0.0001
T72	37.00	3.70	11.693	0.001
T73	37.50	3.75	11.851	0.0001
T74	38.00	3.80	12.009	0.001
T75	38.50	3.85	12.167	0.0001
T76	39.00	3.90	12.325	0.001
T77	39.50	3.95	12.483	0.0001
T78	40.00	4.00	12.641	0.001
T79	40.50	4.05	12.799	0.0001
T80	41.00	4.10	12.957	0.001
T81	41.50	4.15	13.115	0.0001
T82	42.00	4.20	13.273	0.001
T83	42.50	4.25	13.431	0.0001
T84	43.00	4.30	13.589	0.001
T85	43.50	4.35	13.747	0.0001
T86	44.00	4.40	13.905	0.001
T87	44.50	4.45	14.063	0.0001
T88	45.00	4.50	14.221	0.001
T89	45.50	4.55	14.379	0.0001
T90	46.00	4.60	14.537	0.001
T91	46.50	4.65	14.695	0.0001
T92	47.00	4.70	14.853	0.001
T93	47.50	4.75	15.011	0.0001
T94	48.00	4.80	15.169	0.001
T95	48.50	4.85	15.327	0.0001
T96	49.00	4.90	15.485	0.001
T97	49.50	4.95	15.643	0.0001
T98	50.00	5.00	15.801	0.001
T99	50.50	5.05	15.959	0.0001
T100	51.00	5.10	16.117	0.001

Table 1 shows the results of the analysis of variance for the different treatments. The results are given in the following table.

Table IV

Total Number of Opportunities to Perform in
Gaining Skill with Words, Houghton Mifflin Co.

Catagories	Number of Opportunities
Announcements.....	0
Descriptions.....	37
Discussions.....	0
Dramatizations.....	25
Explanations.....	0
Giving Directions.....	0
Introductions.....	25
Messages.....	1
Personal Experiences.....	3
Reports.....	62
Summaries.....	0
Telephone Conversations.....	34
Telling Stories.....	139
Total.....	326
Range.....	0-139
Average.....	25

1. The following are the results of the analysis of variance for the data in Table 1.

Source of Variation	Sum of Squares	df	Mean Square	F	Prob > F
Between Groups	10.00	4	2.50	1.00	.40
Within Groups	10.00	16	.625		
Total	20.00	20			

Between Groups	10.00	4	2.50	1.00	.40
Within Groups	10.00	16	.625		
Total	20.00	20			

Between Groups	10.00	4	2.50	1.00	.40
Within Groups	10.00	16	.625		
Total	20.00	20			

Table VI
Total Number of Opportunities to Perform in
English For You and Me, Ginn and Co.

Catagories	Number of Opportunities
Announcements.....	0
Descriptions.....	0
Discussions.....	8
Dramatizations.....	27
Explanations.....	0
Giving Directions.....	17
Introductions.....	7
Messages.....	19
Personal Experiences.....	1
Reports.....	44
Summaries.....	12
Telephone Conversations.....	9
Telling Stories.....	51
Total.....	195
Range.....	0-51
Average.....	15

Table VII

Analysis of We Talk and Write, Scott, Foresman and Co.

pages 8-224

TYPE	ACTIVITIES	PAGE NUMBER-NUMBER OF OPPORTUNITIES					
I N D I V I D U A L	Announcements *	83- 1 194- 4	84- 1 220- 2	85- 5 221- 6	192- 1	193- 3	
	Descriptions	34- 1	35- 2	101- 1	102- 4	113- 1	
	Explanations	113- 1 157- 1	114- 1	115- 4	116- 1	156- 1	
	Messages	48- 1	49- 4	50- 2			
	Personal Experiences	8- 1	9- 1	13- 1	14- 1	15- 1	
	Telling Stories	38- 1 214- 1	64- 1	120- 1	148- 1	176- 1	
I N D I V I G R O U A U L P	Reports	13- 1 27- 3 64-11	14- 1 38- 1 91- 1	15- 1 40- 2 93- 6	20- 1 41- 7	21- 1 42- 7	
	Dramatizations	98- 8 206- 4 218- 6	175-12 209- 4	201- 4 210- 2	203- 5 213- 5	204- 2 214- 8	
	Discussions	8- 1 21- 3 48- 1 131- 6 167- 4 216- 8	9- 3 38- 1 49- 2 136- 2 180- 1 223- 4	10- 2 40- 1 83- 1 137- 1 186- 2 224- 5	11- 1 41- 1 105- 1 160- 3 187- 1	12- 5 42- 4 125- 5 166- 1 194- 2	
	Introductions	18- 3	19- 4	20- 6			
G R O U P	Telephone Conversations	67- 2	68- 6				

* indicates that on page 83, 1 opportunity is given to perform

Table VIII

Total Number of Opportunities to Perform in
We Talk and Write, Scott, Foresman and Co.

Catagories	Number of Opportunities
Announcements.....	23
Descriptions.....	9
Discussions.....	72
Dramatizations.....	60
Explanations.....	9
Giving Directions.....	0
Introductions.....	13
Messages.....	7
Personal Experiences.....	5
Reports.....	43
Summaries.....	0
Telephone Conversations.....	8
Telling Stories.....	6
Total.....	255
Range.....	0-72
Average.....	20

THEORY

The following is a summary of the theory of the present experiment.

The experiment is designed to determine the effect of the following factors on the rate of reaction:

- 1. The concentration of the reactants.
- 2. The temperature of the reaction mixture.
- 3. The presence of a catalyst.
- 4. The surface area of the solid reactant.
- 5. The pressure of the gaseous reactants.
- 6. The nature of the solvent.
- 7. The nature of the catalyst.
- 8. The nature of the reactants.
- 9. The nature of the products.
- 10. The nature of the reaction medium.
- 11. The nature of the reaction conditions.
- 12. The nature of the reaction system.
- 13. The nature of the reaction process.
- 14. The nature of the reaction mechanism.
- 15. The nature of the reaction kinetics.
- 16. The nature of the reaction thermodynamics.
- 17. The nature of the reaction equilibrium.
- 18. The nature of the reaction rate.
- 19. The nature of the reaction order.
- 20. The nature of the reaction activation energy.
- 21. The nature of the reaction enthalpy.
- 22. The nature of the reaction entropy.
- 23. The nature of the reaction Gibbs free energy.
- 24. The nature of the reaction equilibrium constant.
- 25. The nature of the reaction rate constant.
- 26. The nature of the reaction half-life.
- 27. The nature of the reaction time to completion.
- 28. The nature of the reaction yield.
- 29. The nature of the reaction selectivity.
- 30. The nature of the reaction specificity.
- 31. The nature of the reaction regioselectivity.
- 32. The nature of the reaction stereoselectivity.
- 33. The nature of the reaction chemoselectivity.
- 34. The nature of the reaction regiochemistry.
- 35. The nature of the reaction stereochemistry.
- 36. The nature of the reaction chemoselectivity.
- 37. The nature of the reaction regioselectivity.
- 38. The nature of the reaction stereoselectivity.
- 39. The nature of the reaction chemoselectivity.
- 40. The nature of the reaction regioselectivity.
- 41. The nature of the reaction stereoselectivity.
- 42. The nature of the reaction chemoselectivity.
- 43. The nature of the reaction regioselectivity.
- 44. The nature of the reaction stereoselectivity.
- 45. The nature of the reaction chemoselectivity.
- 46. The nature of the reaction regioselectivity.
- 47. The nature of the reaction stereoselectivity.
- 48. The nature of the reaction chemoselectivity.
- 49. The nature of the reaction regioselectivity.
- 50. The nature of the reaction stereoselectivity.

Table IX

Analysis of Language Arts, Charles E. Merrill Co.

pages 1-266

TYPE	ACTIVITIES	PAGE NUMBER-NUMBER OF OPPORTUNITIES					
INDIVIDUAL	Announcements	* 16- 3	17- 5	19-10			
	Descriptions	80- 1	81- 2	82-25	84- 5		
	Giving Directions	246- 1					
	Personal Experiences	35- 1	220- 1	219- 1			
	Telling Stories	37- 1 169- 1	85- 1 191- 1	87- 1 244- 1	102- 1 251- 1	156- 1	
INDIVIDUAL GROUP	Reports	54- 1 130- 1 245- 1	57- 1 143- 1 249- 1	58- 1 181- 1	126- 1 197- 1	128- 1 198- 1	
	Dramatizations	82- 1	88- 2	120- 1	89- 1	237- 1	
	Discussions	1- 1 6- 8 56- 3 94- 1 136- 3 188- 1	2- 7 20- 3 58- 5 96- 6 139- 1 206- 3	3- 3 21- 4 84- 1 118- 1 158-10 218- 1	4- 2 40- 6 92- 1 131- 6 162- 4	5- 9 41- 5 93- 1 135-10 170- 9	
	Introductions	165- 1					
	Telephone Conversations	163- 2					
	* indicates that on page 16, 3 opportunities are given to perform						

Table X
Total Number of Opportunities to Perform in
Language Arts, Charles E. Merrill Co.

Catagories	Number of Opportunities
Announcements.....	18
Descriptions.....	33
Discussions.....	115
Explanations.....	0
Giving Directions.....	1
Introductions.....	1
Messages.....	0
Personal Experiences.....	3
Reports.....	12
Summaries.....	0
Telephone Conversations.....	2
Telling Stories.....	9
Total.....	200
Range.....	0-115
Average.....	15

Table XI

Analysis of Language for Daily Use, World Book Co.

pages 1-270

TYPE	ACTIVITIES	PAGE NUMBER-NUMBER OF OPPORTUNITIES					
I N D I V I D U A L	Announcements	*167-	1				
	Descriptions	39-	4	44-	1		
	Giving						
	Directions	191-	1	192-	1	249-	1
	Personal						
I N D I V I D U A L	Experiences	158-	1	159-	2	160-	10
	Telling						
	Stories	12-	1	15-	1	37-	4
		122-	1	146-	10	147-	1
		207-	1			148-	1
I N D I V I D U A L						119-	1
						163-	1
I N D I V I D U A L	Reports	8-	1	58-	1	59-	1
		89-	1	157-	1	180-	1
		227-	3	228-	1	229-	1
						74-	1
						181-	1
I N D I V I D U A L						183-	5
I N D I V I D U A L	Dramatizations	26-	1	37-	1	63-	1
		94-	1	96-	1	101-	1
		228-	1	246-	1	132-	1
						194-	1
I N D I V I D U A L	Discussions	24-	1	26-	1	71-	1
		101-	1	122-	1	131-	1
		205-	1	211-	1	225-	1
						246-	1
						248-	2
I N D I V I D U A L	Introductions	101-	3	128-	1	224-	5
	Telephone						
	Conversations	220-	2	222-	6		

* indicates that on page 167, 1 opportunity
is given to perform

1. The first part of the paper is devoted to the study of the properties of the function $f(x)$ defined by the equation $f(x) = \int_0^x f(t) dt$. It is shown that $f(x)$ is a constant function.

2. In the second part, we consider the function $f(x)$ defined by the equation $f(x) = \int_0^x f(t) dt + x$. It is shown that $f(x)$ is a linear function.

3. In the third part, we consider the function $f(x)$ defined by the equation $f(x) = \int_0^x f(t) dt + x^2$. It is shown that $f(x)$ is a quadratic function.

4. In the fourth part, we consider the function $f(x)$ defined by the equation $f(x) = \int_0^x f(t) dt + x^3$. It is shown that $f(x)$ is a cubic function.

5. In the fifth part, we consider the function $f(x)$ defined by the equation $f(x) = \int_0^x f(t) dt + x^4$. It is shown that $f(x)$ is a quartic function.

6. In the sixth part, we consider the function $f(x)$ defined by the equation $f(x) = \int_0^x f(t) dt + x^5$. It is shown that $f(x)$ is a quintic function.

7. In the seventh part, we consider the function $f(x)$ defined by the equation $f(x) = \int_0^x f(t) dt + x^6$. It is shown that $f(x)$ is a sextic function.

8. In the eighth part, we consider the function $f(x)$ defined by the equation $f(x) = \int_0^x f(t) dt + x^7$. It is shown that $f(x)$ is a septic function.

9. In the ninth part, we consider the function $f(x)$ defined by the equation $f(x) = \int_0^x f(t) dt + x^8$. It is shown that $f(x)$ is an octic function.

10. In the tenth part, we consider the function $f(x)$ defined by the equation $f(x) = \int_0^x f(t) dt + x^9$. It is shown that $f(x)$ is a nonic function.

11. In the eleventh part, we consider the function $f(x)$ defined by the equation $f(x) = \int_0^x f(t) dt + x^{10}$. It is shown that $f(x)$ is a decic function.

Table XII

Total Number of Opportunities to Perform in
Language for Daily Use, World Book Co.

Categories	Number of Opportunities
Announcements.....	1
Descriptions.....	5
Discussions.....	16
Dramatizations.....	16
Explanations.....	0
Giving Directions.....	3
Introductions.....	9
Messages.....	0
Personal Experiences.....	13
Reports.....	19
Summaries.....	0
Telephone Conversations.....	8
Telling Stories.....	28
Total.....	118
Range.....	0-28
Average.....	9

1940-1941

(1) Department of Agriculture, Bureau of Entomology and Plant Quarantine

(2) Department of Agriculture, Bureau of Entomology and Plant Quarantine

Date	Description of work done	Remarks
1940-1941
1940-1941
1940-1941
1940-1941
1940-1941
1940-1941
1940-1941
1940-1941
1940-1941
1940-1941
1940-1941
1940-1941
1940-1941
1940-1941
1940-1941

- (3) Department of Agriculture, Bureau of Entomology and Plant Quarantine
- (4) Department of Agriculture, Bureau of Entomology and Plant Quarantine
- (5) Department of Agriculture, Bureau of Entomology and Plant Quarantine

Table XIII

Analysis of English Two, American Book Co.

pages 3-296

TYPE	ACTIVITIES	PAGE NUMBER-NUMBER OF OPPORTUNITIES					
I N D I V I D U A L	Announcements	*136- 1	251- 7	254- 1	281- 4		
	Descriptions	133- 2	134- 1	184- 1	187- 1	188- 4	
	Explanations	30- 1 296- 1	141- 1	242- 1	258- 1	284-13	
	Telling Stories	4- 1 100- 5	5- 1 124- 1	14- 1 146- 1	31- 1 249- 2	72- 2	
I N D I V I G D R U O A U L P	Reports	9- 1 257-12	28- 1	72- 2	157- 9	201- 6	
G R O U P	Dramatizations	31- 5	32- 8	35-28	72- 6	273- 5	
	Discussions	27- 1 193- 1	28- 2 194- 1	76- 1 195- 1	77- 1 274- 1	86- 1	
	Introductions	138- 3	139- 5	140-17			
	Telephone Conversations	79- 2	80- 6	215- 3	261- 8		

* indicates that on page 136, 1 opportunity
is given to perform

Table 1

Summary of the results of the analysis of variance

for the different factors

Factor A					Factor B
Level of Factor A					Level of Factor B
1	2	3	4	5	1
1	2	3	4	5	2
1	2	3	4	5	3
1	2	3	4	5	4
1	2	3	4	5	5
1	2	3	4	5	6
1	2	3	4	5	7
1	2	3	4	5	8
1	2	3	4	5	9
1	2	3	4	5	10
1	2	3	4	5	11
1	2	3	4	5	12
1	2	3	4	5	13
1	2	3	4	5	14
1	2	3	4	5	15
1	2	3	4	5	16
1	2	3	4	5	17
1	2	3	4	5	18
1	2	3	4	5	19
1	2	3	4	5	20
1	2	3	4	5	21
1	2	3	4	5	22
1	2	3	4	5	23
1	2	3	4	5	24
1	2	3	4	5	25
1	2	3	4	5	26
1	2	3	4	5	27
1	2	3	4	5	28
1	2	3	4	5	29
1	2	3	4	5	30
1	2	3	4	5	31
1	2	3	4	5	32
1	2	3	4	5	33
1	2	3	4	5	34
1	2	3	4	5	35
1	2	3	4	5	36
1	2	3	4	5	37
1	2	3	4	5	38
1	2	3	4	5	39
1	2	3	4	5	40
1	2	3	4	5	41
1	2	3	4	5	42
1	2	3	4	5	43
1	2	3	4	5	44
1	2	3	4	5	45
1	2	3	4	5	46
1	2	3	4	5	47
1	2	3	4	5	48
1	2	3	4	5	49
1	2	3	4	5	50
1	2	3	4	5	51
1	2	3	4	5	52
1	2	3	4	5	53
1	2	3	4	5	54
1	2	3	4	5	55
1	2	3	4	5	56
1	2	3	4	5	57
1	2	3	4	5	58
1	2	3	4	5	59
1	2	3	4	5	60
1	2	3	4	5	61
1	2	3	4	5	62
1	2	3	4	5	63
1	2	3	4	5	64
1	2	3	4	5	65
1	2	3	4	5	66
1	2	3	4	5	67
1	2	3	4	5	68
1	2	3	4	5	69
1	2	3	4	5	70
1	2	3	4	5	71
1	2	3	4	5	72
1	2	3	4	5	73
1	2	3	4	5	74
1	2	3	4	5	75
1	2	3	4	5	76
1	2	3	4	5	77
1	2	3	4	5	78
1	2	3	4	5	79
1	2	3	4	5	80
1	2	3	4	5	81
1	2	3	4	5	82
1	2	3	4	5	83
1	2	3	4	5	84
1	2	3	4	5	85
1	2	3	4	5	86
1	2	3	4	5	87
1	2	3	4	5	88
1	2	3	4	5	89
1	2	3	4	5	90
1	2	3	4	5	91
1	2	3	4	5	92
1	2	3	4	5	93
1	2	3	4	5	94
1	2	3	4	5	95
1	2	3	4	5	96
1	2	3	4	5	97
1	2	3	4	5	98
1	2	3	4	5	99
1	2	3	4	5	100

Factor A					Factor B
Level of Factor A					Level of Factor B
1	2	3	4	5	1
1	2	3	4	5	2
1	2	3	4	5	3
1	2	3	4	5	4
1	2	3	4	5	5
1	2	3	4	5	6
1	2	3	4	5	7
1	2	3	4	5	8
1	2	3	4	5	9
1	2	3	4	5	10
1	2	3	4	5	11
1	2	3	4	5	12
1	2	3	4	5	13
1	2	3	4	5	14
1	2	3	4	5	15
1	2	3	4	5	16
1	2	3	4	5	17
1	2	3	4	5	18
1	2	3	4	5	19
1	2	3	4	5	20
1	2	3	4	5	21
1	2	3	4	5	22
1	2	3	4	5	23
1	2	3	4	5	24
1	2	3	4	5	25
1	2	3	4	5	26
1	2	3	4	5	27
1	2	3	4	5	28
1	2	3	4	5	29
1	2	3	4	5	30
1	2	3	4	5	31
1	2	3	4	5	32
1	2	3	4	5	33
1	2	3	4	5	34
1	2	3	4	5	35
1	2	3	4	5	36
1	2	3	4	5	37
1	2	3	4	5	38
1	2	3	4	5	39
1	2	3	4	5	40
1	2	3	4	5	41
1	2	3	4	5	42
1	2	3	4	5	43
1	2	3	4	5	44
1	2	3	4	5	45
1	2	3	4	5	46
1	2	3	4	5	47
1	2	3	4	5	48
1	2	3	4	5	49
1	2	3	4	5	50
1	2	3	4	5	51
1	2	3	4	5	52
1	2	3	4	5	53
1	2	3	4	5	54
1	2	3	4	5	55
1	2	3	4	5	56
1	2	3	4	5	57
1	2	3	4	5	58
1	2	3	4	5	59
1	2	3	4	5	60
1	2	3	4	5	61
1	2	3	4	5	62
1	2	3	4	5	63
1	2	3	4	5	64
1	2	3	4	5	65
1	2	3	4	5	66
1	2	3	4	5	67
1	2	3	4	5	68
1	2	3	4	5	69
1	2	3	4	5	70
1	2	3	4	5	71
1	2	3	4	5	72
1	2	3	4	5	73
1	2	3	4	5	74
1	2	3	4	5	75
1	2	3	4	5	76
1	2	3	4	5	77
1	2	3	4	5	78
1	2	3	4	5	79
1	2	3	4	5	80
1	2	3	4	5	81
1	2	3	4	5	82
1	2	3	4	5	83
1	2	3	4	5	84
1	2	3	4	5	85
1	2	3	4	5	86
1	2	3	4	5	87
1	2	3	4	5	88
1	2	3	4	5	89
1	2	3	4	5	90
1	2	3	4	5	91
1	2	3	4	5	92
1	2	3	4	5	93
1	2	3	4	5	94
1	2	3	4	5	95
1	2	3	4	5	96
1	2	3	4	5	97
1	2	3	4	5	98
1	2	3	4	5	99
1	2	3	4	5	100

Table XIV

Total Number of Opportunities to Perform in
English Two, American Book Co.

Catagories	Number of Opportunities
Announcements.....	13
Descriptions.....	9
Discussions.....	10
Dramatizations.....	52
Explanations.....	18
Giving Directions.....	0
Introductions.....	25
Messages.....	0
Personal Experiences.....	0
Reports.....	31
Summaries.....	0
Telephone Conversations.....	19
Telling Stories.....	15
Total.....	192
Range.....	0-52
Average.....	15

THE [illegible]

[illegible text]

[illegible text]

[illegible text]

[illegible text]

[illegible text]

[illegible text]

[illegible text]

Table XV
 Analysis of Adventures in English, Allyn and Bacon
 pages 1-214

TYPE	ACTIVITIES	PAGE NUMBER-NUMBER OF OPPORTUNITIES					
I N D I V I D U A L	Announcements	*149-11					
	Descriptions	187- 1					
	Explanations	188- 8	190- 1				
	Telling Stories	10- 1	11- 1	12- 1	52-10	72- 1	
		93- 1	99- 6	104- 4	122- 1	124- 7	
		135- 1	160- 7	190- 4			
I N D I V I G D R U O A U L P	Reports	154- 8	180- 9	182- 1			
G R O U P	Dramatizations	4-24	126- 2	160- 6	172- 2	201- 9	
	Discussions	111- 1					
	Introductions	4-24	155- 9				
	Telephone Conversations	111-30	190- 2				

* indicates that on page 149, 11 opportunities
 are given to perform

Table 1					
Summary of the results of the analysis of variance					
Source of variation					
Degrees of freedom					
Mean square					
F value					
Probability					
Between groups	1	10.00	10.00	0.01	0.01
Within groups	10	1.00	1.00	0.05	0.05
Total	11	11.00	11.00	0.01	0.01
Between groups	1	10.00	10.00	0.01	0.01
Within groups	10	1.00	1.00	0.05	0.05
Total	11	11.00	11.00	0.01	0.01
Between groups	1	10.00	10.00	0.01	0.01
Within groups	10	1.00	1.00	0.05	0.05
Total	11	11.00	11.00	0.01	0.01
Between groups	1	10.00	10.00	0.01	0.01
Within groups	10	1.00	1.00	0.05	0.05
Total	11	11.00	11.00	0.01	0.01

The results of the analysis of variance are presented in Table 1. The F value for the between groups comparison is 10.00, which is significant at the 0.01 level. The F value for the within groups comparison is 1.00, which is not significant at the 0.05 level. The total F value is 11.00, which is significant at the 0.01 level. The results of the analysis of variance are presented in Table 1. The F value for the between groups comparison is 10.00, which is significant at the 0.01 level. The F value for the within groups comparison is 1.00, which is not significant at the 0.05 level. The total F value is 11.00, which is significant at the 0.01 level.

Table XVI

Total Number of Opportunities to Perform in
Adventures in English, Allyn and Bacon

Catagories	Number of Opportunities
Announcements.....	11
Descriptions.....	1
Discussions.....	1
Dramatizations.....	43
Explanations.....	9
Giving Directions.....	0
Introductions.....	33
Messages.....	0
Personal Experiences.....	0
Reports.....	18
Summaries.....	0
Telephone Conversations.....	32
Telling Stories.....	45
Total.....	193
Range.....	0-45
Average.....	15

Table XVII

Analysis of With Tongue and Pen, The Macmillan Co.

pages 3-261

TYPE	ACTIVITIES	PAGE NUMBER-NUMBER OF OPPORTUNITIES					
I N D I V I D U A L	Descriptions	*191- 4	151- 1				
	Explanations	45- 1	209- 8				
	Giving Directions	124- 1	189- 1	236- 1			
	Telling Stories	66- 1	80- 1	99-10	122-13	206- 1	
I N D I V I D U A L P	Reports	32- 1 188- 6	33- 6	64- 1	92- 5	163- 5	
G R O U P	Dramatizations	47- 4 134- 2	53- 5 140-10	55- 5 215- 5	56- 8	66- 1	
	Discussions	5- 1 178- 1	17- 1 208- 1	31- 1	52- 1	138- 1	

* indicates that on page 191, 4 opportunities
are given to perform

Table XVIII

Total Number of Opportunities to Perform in
With Tongue and Pen, The Macmillan Co.

Catagories	Number of Opportunities
Announcements.....	0
Descriptions.....	5
Discussions.....	7
Dramatizations.....	40
Explanations.....	9
Giving Directions.....	3
Introductions.....	0
Messages.....	0
Personal Experiences.....	0
Reports.....	24
Summaries.....	0
Telephone Conversations.....	0
Telling Stories.....	26
Total.....	114
Range.....	0-40
Average.....	9

THE HISTORY OF THE

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JOHN HALLAM

Table XIX

Analysis of Learning Essential English, Laidlaw Brothers

pages 11-196

TYPE	ACTIVITIES	PAGE NUMBER-NUMBER OF OPPORTUNITIES					
I N D I V I D U A L	Announcements	*167- 1	168- 3				
	Descriptions	41- 1	112- 1				
	Giving Directions	58- 3					
	Telling Stories	13- 6	58- 2	63- 1	80- 5	189- 4	
I N D I V I G D R U O A U L P	Reports	118- 1	121- 9	132- 1	163- 9		
G R O U P	Dramatizations	34- 3	80- 3	138- 5			
	Discussions	12- 1	20- 1	22- 2	39- 2	44- 1	
		72- 2	80- 1	82- 1	92- 1	118- 1	
		127- 1	131- 1	134- 1	137- 1	145- 6	
		146- 3	150- 1	172- 1	176- 1	187- 1	
		189- 1					
	Introductions	138- 3					
	Telephone Conversations	138- 2					

* indicates that on page 167, 1 opportunity
is given to perform

Table XX

Total Number of Opportunities to Perform in
Learning Essential English, Laidlaw Brothers

Catagories	Number of Opportunities
Announcements.....	4
Descriptions.....	2
Discussions.....	31
Dramatizations.....	11
Explanations.....	0
Giving Directions.....	3
Introductions.....	3
Messages.....	0
Personal Experiences.....	0
Reports.....	20
Summaries.....	0
Telephone Conversations.....	2
Telling Stories.....	18
Total.....	94
Range.....	0-31
Average.....	7

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1. The first part of the book is devoted to a general introduction to the subject of the book. It begins with a discussion of the importance of the subject and then proceeds to a discussion of the various methods which have been used to study the subject. The author then discusses the various results which have been obtained by these methods and finally discusses the various problems which remain to be solved.

2. The second part of the book is devoted to a detailed discussion of the various methods which have been used to study the subject. It begins with a discussion of the various methods which have been used to study the subject and then proceeds to a discussion of the various results which have been obtained by these methods.

3. The third part of the book is devoted to a detailed discussion of the various results which have been obtained by the various methods which have been used to study the subject. It begins with a discussion of the various results which have been obtained by these methods and then proceeds to a discussion of the various problems which remain to be solved.

4. The fourth part of the book is devoted to a detailed discussion of the various problems which remain to be solved. It begins with a discussion of the various problems which remain to be solved and then proceeds to a discussion of the various methods which have been used to study the subject.

Table XXI
Total Number of Opportunities to Perform in
All the Textbooks in All the Activities
Developed in This Study

Textbooks	Number of Opportunities
Adventures in English.....	193
English For You and Me.....	195
English Two.....	192
Gaining Skill With Words.....	326
Language Arts.....	200
Language for Daily Use.....	118
Learning Essential English.....	94
Sharing Interests.....	255
We Talk and Write.....	255
With Tongue and Pen.....	114
Total.....	1,942
Range.....	94-326
Average.....	194.2

1. The first part of the paper discusses the importance of maintaining accurate records of all transactions. This is essential for the proper management of the company's finances and for ensuring compliance with relevant regulations.

2. The second part of the paper outlines the various methods used to collect and analyze data. These methods include direct observation, interviews, and the use of statistical software.

3. The third part of the paper presents the results of the data analysis. These results show that there is a significant correlation between the variables studied, and that the proposed model is a good fit for the data.

- The first part of the paper discusses the importance of maintaining accurate records of all transactions. This is essential for the proper management of the company's finances and for ensuring compliance with relevant regulations.
- The second part of the paper outlines the various methods used to collect and analyze data. These methods include direct observation, interviews, and the use of statistical software.
- The third part of the paper presents the results of the data analysis. These results show that there is a significant correlation between the variables studied, and that the proposed model is a good fit for the data.
- The fourth part of the paper discusses the implications of the findings for the company's management and for the industry as a whole.
- The fifth part of the paper concludes the paper and provides a summary of the key findings.

The results of the data analysis show that there is a significant correlation between the variables studied, and that the proposed model is a good fit for the data. This finding has important implications for the company's management and for the industry as a whole.

The fourth part of the paper discusses the implications of the findings for the company's management and for the industry as a whole. These implications include the need for improved record-keeping and for more rigorous data analysis.

The fifth part of the paper concludes the paper and provides a summary of the key findings. These findings include the importance of maintaining accurate records of all transactions and the need for more rigorous data analysis.

Table XXII

Total Number of Opportunities to Perform in
All the Activities Developed in This Study

Activities	Number of Opportunities
Announcements.....	70
Descriptions.....	92
Discussions.....	318
Dramatizations.....	327
Explanations.....	49
Giving Directions.....	29
Introductions.....	139
Messages.....	27
Personal Experiences.....	26
Reports.....	352
Summaries.....	21
Telephone Conversations.....	122
Telling Stories.....	354
Total.....	1,923
Range.....	21-354
Average.....	102

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Table XXIII

A Comparison of the Total Number of Opportunities to Perform

Books	Announce- ments	Descrip- tions	Discus- sions	Dramati- zations	Explana- tions	Giving Directions	Intro- ductions	Mes- sages	Personal Experiences	Re- ports	Sum- maries	Tel. Conver.	Telling Stories
Adventures in English	11	1	1	43	9	0	33	0	0	18	0	32	45
English For You and Me	0	0	8	27	0	17	7	19	1	44	12	9	51
English Two	13	0	10	52	18	0	25	0	0	31	0	19	15
Gaining Skill with Words	0	37	0	25	0	0	25	1	3	62	0	34	139
Language Arts	18	33	115	6	0	1	1	0	3	12	0	2	9
Language for Daily Use	1	5	16	16	0	3	9	0	13	19	0	8	28
Learning Essential English	4	2	31	11	0	3	3	0	0	20	0	2	18
Sharing Interests	0	7	58	47	4	2	23	0	1	79	9	8	17
We Talk and Write	23	9	72	60	9	0	13	7	5	43	0	8	6
With Tongue and Pen	0	5	7	40	9	3	0	0	0	24	0	0	26
Totals	70	92	318	327	49	29	139	27	26	352	21	122	354

CHAPTER IV

GENERAL SUMMARY AND CONCLUSIONS

Textbooks vary widely in their provision for training children in oral expression. Therefore, in order to assist teachers in the selection of the most adequate language textbooks for daily classroom teaching, this study reports the number and type of opportunities for activities in oral language that are provided in ten recently published textbooks for the fourth grade.

From the statistical analysis of data, the following conclusions are drawn:

1. There are 1,923 opportunities to use oral language in the ten textbooks examined, or an average of 192.3 per book.
2. The book Gaining Skill with Words has the greatest number of opportunities with 326.
3. The book Learning Essential English has the least number of opportunities with 94.
4. There were marked differences in emphasis of different types of oral language activities, with only 21 opportunities for oral summaries as compared to 354 for telling stories.
5. The analysis of each textbook for each of the thirteen

types of opportunities may be found in the tables in the preceding chapter.

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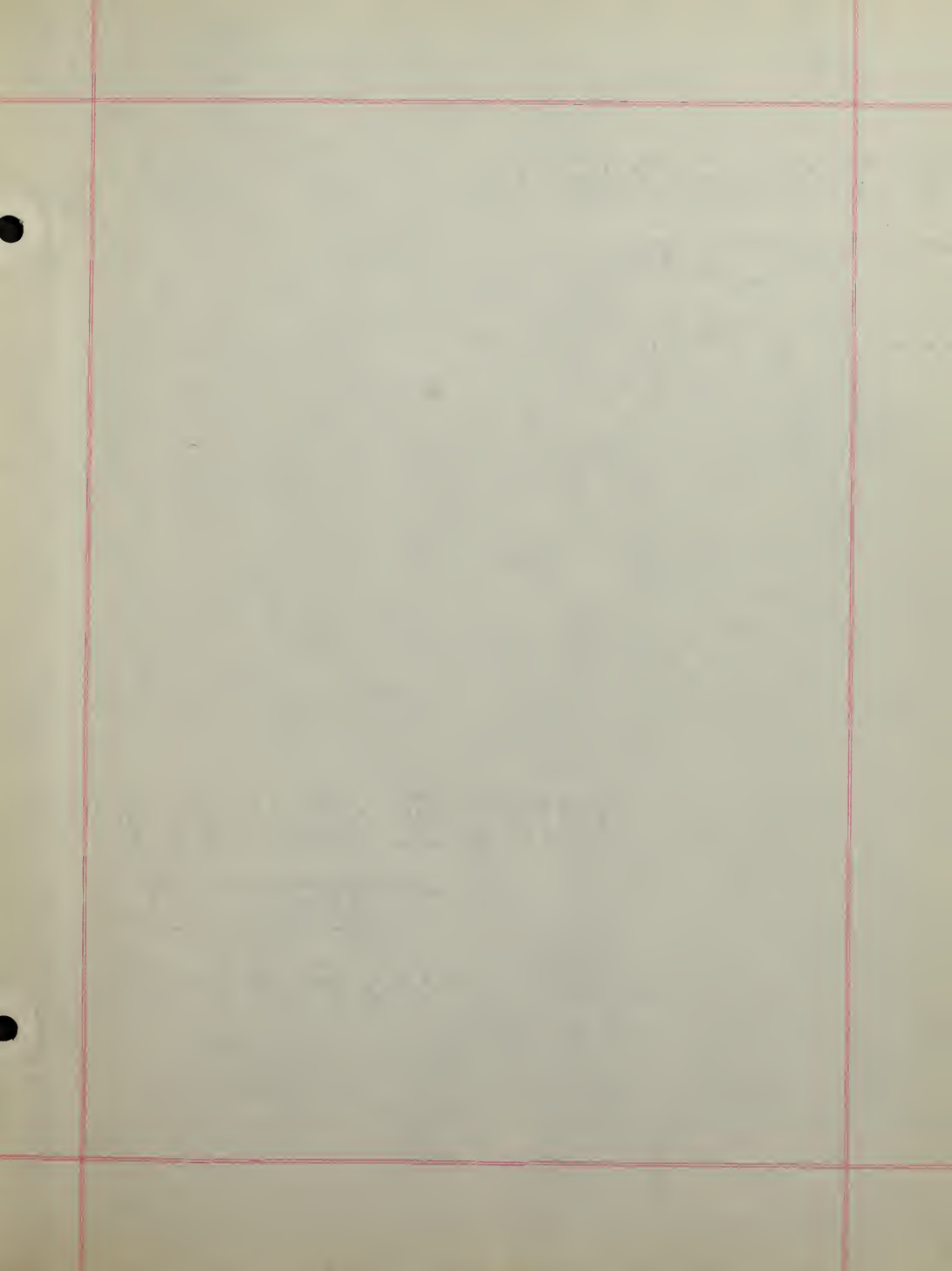
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